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ABSTRACT

In this annotated bibliography, articles and reports of studies on the subject of beginning teacher induction are cited. Covering the topic from different perspectives, these writings address the general purposes of induction programs and, in some cases, describe how a specific program meets these needs. Some of the articles provide information on the roles and contributions from local school levels, university and teacher education programs, and state or intermediate state agencies. Also included are discussions on such salient features of teacher induction programs as mentors and supporting school staff. Suggestions are made in some of the articles on how to develop, implement, and evaluate new induction programs. (JD)

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THE KNOWLEDGE BASE FOR TEACHER INDUCTION
A Selected Annotated Bibliography

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Paper presented at the Annual Meeting of
The Association of Teacher Educators

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Ashburn, Elizabeth A. 1987. Current developments in teacher induction programs. Action in Teacher Education, 8 (Winter): 41-44.
This article, the first in Action in Teacher Education's recent thematic issue on teacher induction, provides an overview of the induction scene from the need for induction programs, to sources for existing induction programs, to the need for comparative analysis of different types of programs. Written by Director of the ERIC Clearinghouse of Teacher Education, this article provides a quick overview and useful starting point for further inquiry about teacher induction.

Barnes, Susan. 1987. Assessment issues in initial year of teaching programs. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzzane Millies, 115-127. Chicago: University of Illinois-Chicago.
Barnes addresses the thorny problem of combining support for and evaluation of beginning teachers. The purpose of her paper is to address selected issues related to the assessment of beginning teachers as a component of an induction program. Her perspective is one of an assessment system operating within the induction program within the political, educational, and social systems in a school system, not in isolation. From this perspective Barnes discusses policy, technical and implementation issues encountered in developing an assessment system. The paper includes a brief discussion of the relationship of the assessment system to preservice and inservice training.

Burke, Peter and Ellen Elms Notar. 1986. The school and the university: Bridging the gap in teacher induction. Action in Teacher Education, 7 (Winter): 11-16.
This article outlines the role of the university in an induction program, along with factions in the University and the school culture which both support and thwart program development. Burke and Notar explore issues in the development of a collaborative teacher induction program; and consider rewards for assisting beginning teachers.

Carter, Kathy and Virginia Richardson Koehler. 1987. The process and content of initial year of teaching programs. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzzane Millies, 91-104. Chicago: University of Illinois-Chicago.
This paper proposes content and processes for initial year of teacher programs. Carter and Richardson develop the general goals of a beginning teacher program by describing the ways in which beginning teachers differ from both preservice and experienced teachers in terms of knowledge, skill, attitudes, cognitive processes, and their needs in these areas. They lay out a foundation for such a program based on a conception of teaching, of knowledge needs of beginning teachers, and of the learning-to-teach process. The authors suggest that the development and use of a case literature holds particular promise for meeting particular objectives proposed for initial year of teaching programs.

Eddy, Elizabeth M. 1969. Becoming a teacher: The passage to professional status. New York: Teachers College Press.
This classic and still informative book examines the professional development of twenty-two first year teachers in inner city elementary and junior high schools. Using weekly tape recorded sessions as a data base, Eddy was able to study classroom events, the experiences of these new teachers, their satisfactions, problems, and changing perceptions. The

purpose of the study is "to provide a greater understanding of the social relationships within the school which deeply affect new teachers and their teaching performance and which must be taken into account if teacher education and recruitment is to become more meaningful for those who teach in slum areas" (p. 7).

Eddy uses the anthropological concept of social transition to explore how beginning teachers learn the responsibilities and activities appropriate to their new role. She also uses the concept of rites of passage to examine the experience of beginning teachers as they separate from their secure home and college existence, their transition from student to teacher, and their eventual incorporation as a teacher in a particular school setting. She carefully considers the roles played by administrators, other teachers, students and their parents in shaping the new teachers professional self-expectations.

Becoming a Teacher is one of the few publications to date that not only chronicles the experiences of the beginning teacher, but also offers discipline-based explanations for why and how those experiences occurred. Those responsible for planning induction of new teachers will find much of value in this book, particularly for beginning to teach in urban settings.

Brooks, Douglas M. ed. 1987. Teacher induction: A new beginning. Reston, VA: Association of Teacher Educators.

This monograph is a collection of papers which reports the results of two years of inquiry by members of the Association of Teacher Educators National Commission on the Induction Process. It provides the most up-to-date report available of induction programs and activities currently in progress in local school systems across the country: state induction

programs which have been implemented or which are now being piloted; the status of institutions of higher education involvement in beginning teacher induction; and positions on teacher induction of a variety of professional education organizations. It is a timely, highly readable resource that provides an invaluable starting point for surveying the state of current teacher induction practice in the United States.

Gehrke, Nathalie J. 1987. On helping the beginning teacher. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzzane Millies, 105-113. Chicago: University of Illinois-Chicago.

In this most thoughtful and well-written paper, Gehrke examines the kinds of help for beginning teachers in light of what is known about beginnings. She discusses creation of a new helping community for teachers, a community that benefits both beginning teachers and experienced teachers as well. Gehrke's model is based upon the notion that conditions must be created within schools which will assure sustained care for beginning teachers beyond those times when the public is concerned about teacher retention. She illustrates her helping community by using perspectives from sociology, anthropology, psychology, linguistics and education. Gehrke cautions that the building of helping communities within each school should receive attention equal to, if not greater than, the development of large-scale technical assistance programs and training packages.

Griffin, Gary A. 1987. A state program for the initial year of teaching. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzzane Millies, 129-137. Chicago: University of Illinois-Chicago.

In this capstone paper, Griffin sets forth a number of recommendations about how the state might act in relation to developing an Illinois Initial Year of Teaching Program. His recommendations attend to planning that must

be engaged in as well as specific features of an initial year of teaching program that are believed to be essential. The recommendations are preceded by a brief presentation of the background against which any consideration of new teacher programs must be understood.

Griffin, Gary A. 1985. Teacher induction: Research issues. Journal of Teacher Education, 36(1): 42-46.

Griffin asserts that although available research on beginning teachers and on induction programs has serious limitations, progress can be made by changing the research questions asked, and by improving the balance of qualitative and quantitative research methods employed to answer those questions. As have others, Griffin claims that there is little useful research available for use in induction programs. Great Britain and Australia, he notes, have studied induction more extensively, and can provide useful perspectives for researchers in the United States.

Griffin discusses the important distinction between "research that describes the experience of new teachers and research that gives attention to the influence of intentional interventions in the lives and work of new teachers" (p. 42). He notes that most research on new teachers has concentrated on describing problems in adjusting to their new role, but that few ameliorative programs are available. Griffin cautions against an over-reliance on research on teaching as a basis for designing induction programs, particularly those tied to certification of new teachers. He discusses several dilemmas associated with using research on teaching as the primary basis for induction programs. Griffin concludes this useful article by posing a series of questions for future research on teacher

induction, and by presenting five pressing issues for teacher induction research.

Griffin, Gary A. and Suzanne Miles. ed. 1987. The first years of teaching: Background papers and a proposal. Chicago: University of Illinois at Chicago.

This most useful collection of papers was commissioned by the Illinois State Board of Education as one component of an exploration of the desirability~ of moving ahead with an Illinois Initial Year of Teaching Program. Written by recognized national experts in their respective fields, the topics of the papers are ones that have been shown in other states and regions to be of importance in planning, implementing, and assessing the impact of beginning teacher induction programs. This collection of papers, in combination with the reports of current teacher induction practices provided in the ATE National Commission (See Brooks 1987 above), provide an excellent starting point for understanding the current teacher induction knowledge base, issues and practices.

Hall, Gene. 1982. Induction: The missing link. Journal of Teacher Education, 33(3): 53-55.

Hall notes the gap between higher education and the local school district responsibility for teacher induction, and calls for a career long view of teacher development which would include the transition from preservice to inservice. He observes that relatively little research has been done on the induction phase and that "almost no research has focused on strategies to assist teachers during this time" (p. 52). Like Griffin, Hall recognizes that educators in Great Britain and Australia have induction programs in place, and have conducted systematic studies of induction. Hall goes on to suggest that socialization research from industrial and

organizational theory can provide useful starting points for educators' study of teacher socialization. He concludes by offering an extensive list of research questions generated by participants in an invited AERA Division C forum on induction. Hall suggests five topics as starting points for induction research: (a) the phenomena of induction, (b) induction teacher education programs, (c) selection, (d) retention, and (e) linkage.

Hawk, Parmalee. 1984. Making a difference: Reflections and thoughts of first year teachers. Greenville, NC: School of Education, East Carolina University.

Hawk has crafted a fine little book based on over one hundred hours of tape recorded interviews with twenty-eight first year teachers employed in public school systems in rural northeastern North Carolina. The outcome of a 1982 pilot project designed to provide technical support for first year teachers, Hawk has aimed for a publication which captures the thoughts and experiences of these teachers in an enlightening and interesting manner. She writes that Making a Difference "was not written to report hard empirical data from which highly reliable inferences or generalizations can be made. Rather it was written to capture some of the impressions of. . .beginning teachers" (p. ii). Drawing heavily on quotes from the first year teachers, the book is organized in seven chapters around such themes as reasons for choosing to teach, facing the realities of paperwork and continuous responsibility; planning; instruction; evaluation; discipline; and relations with parents and principals.

Hawk, Parmalee and Shirley Robards. 1987. Statewide teacher induction programs. In Teacher induction: A new beginning, ed. Douglas M. Brooks, 33--44. Reston, VA: Association of Teacher Educators.

Hawk and Robards report results of a survey of the status of statewide teacher induction programs. Reporting responses from 50 states, they

discuss components of implemented statewide teacher induction programs, as well as components of statewide programs in the pilot stage of implementation. A useful name/address list of contacts for each state is included. An excellent and current overview of induction activity at the state level.

Hegler, Kay and Richard Dudley. 1987. Beginning teacher induction: A progress report. Journal of Teacher Education, 38 (January-February): 53-56.

The authors report on the implementation of an induction program as one component in teacher education reform. They identify the general purposes of induction programs and describe how this specific induction program addresses these purposes. The role of the college supervisor and the support teacher are explained. The program's unique features and its strengths and weaknesses are described. The authors recommend the implementation of college-based induction programs and present suggestions for program development and additional research.

Hitz, Randy and Susan Roper. 1986. The teacher's first year: Implications for teacher educators. Action in Teacher Education, 8 (Fall): 65-71.

This conceptual analysis of related literature assigns the general needs of beginning teachers into four categories. The authors maintain that beginning teachers need to (a) learn to work with other adults: parents, administrators and aides; (b) to learn to work effectively with other teachers; (c) to acquire a more realistic view of the work of teaching; and (d) to be provided a more useful and comprehensive theoretical framework on which to base initial professional development.

Howey, Kenneth and Richard Bents. ed. 1979. Toward meeting the needs of the beginning teacher: Initial training/induction/inservice. Minneapolis: Midwest Teacher Corps Network and University of Minnesota/St. Paul Schools Teacher Corps Project.

This publication contains nine papers, which together address the needs and issues concerning beginning teachers; review lessons learned from past induction efforts; offer conceptual, theoretical and operational models for teacher induction; and present challenges, issues and research questions for the future. This unified collection provides an historical overview of some of the more common efforts which have been employed to help beginning teachers; discusses problems facing beginning teachers; outlines the need for a comprehensive set of guidelines for policy makers; reviews issues associated with internship programs; reinforces the need for cooperation among public school personnel, higher education, state legislatures, boards of education and certification officers; explores needed research and research issues related to the beginning years of teaching; outlines an operational model for support of beginning teachers from the perspective of a school administrator; expresses concern about the amount of time and type of initial preparation, the over emphasis on "hands on" activity and, the tendency of teacher selection and socialization to foster a conservative outlook and resistance to change in teachers; provides a model for the induction of beginning teachers based on developmental theory; and concludes with a general framework for induction and continuing teacher education which provides a means of considering each of the various decisions faced in planning a comprehensive and unified induction program.

Howey, Kenneth R. and Nancy Zimpher. 1987. The role of higher education in the initial year of teaching programs. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzanne Millies, 35-64. Chicago: University of Illinois-Chicago.
Howey and Zimpher address what they believe to be appropriate roles for those in institutions of higher education (IHE) in terms of enabling beginning teachers in their initial years of teaching. They begin by emphasizing that major changes in funding arrangements and cooperative working relationships are necessary. Their comprehensive paper is based on the assumptions that (a) new teachers first learn much essential knowledge about teaching on-the-job rather than in preservice preparation programs, (b) induction support and opportunities for learning are necessities rather than niceties for many beginning teachers, (c) initial education of teachers is a joint responsibility of IHEs and K-12 schools, and extends well into the beginning years of teaching, and (d) intensive intervention to correct induction problems is long overdue. They discuss in detail eight specific activities in which IHEs should engage collaboratively~ with those in K-12 schools in order to contribute to improved assistance to beginning teachers.

Huling-Austin, Leslie. (In Press). Teacher induction and internships. In Handbook of research on teacher education, ed. W. Robert Houston. New York: Macmillan Publishing & the Association of Teacher Educators.
This comprehensive chapter defines and establishes teacher induction in relation to career-long teacher education. In her examination of current developments in the field of teacher induction and internships, Huling-Austin reviews state and national induction policy; describes and discusses various sponsors/sources of induction programs; discusses various common components of induction programs and internships, and explores potential conceptual paradigms useful for structuring teacher induction programs. Her consideration of research on teacher induction includes

studies of needs and concerns of beginning teachers; research on induction programs, practices and internships; and closely examines research on the influence of context on beginning teachers. Huling-Austin summarizes areas of consensus about teacher induction and then reviews unresolved issues. This well-organized chapter concludes with discussion of needed next steps in the areas of policy, practice, and research. This chapter is timely and will be of assistance to those developing induction programs and conducting research in this important area.

Huling-Austin, Leslie. 1987. Teacher induction. In Teacher induction: A new beginning, ed. Douglas M. Brooks, 3-24. Reston, VA: Association of Teacher Educators.

Huling-Austin summarizes progress on teacher induction that has been made in the United States during the past decade and provides a knowledge-based context for understanding teacher induction programs and activities. She considers several critical professional issues that must be addressed if teacher induction programs are to be successful in accomplishing their goals; and concludes with a discussion of needed next steps and recommendations for future directions in teacher induction research and practice.

Huling-Austin, Leslie. ed. 1986. Induction directory. Washington, DC: Association of Teacher Educators.

Initially a project of the Model Teacher Induction Program (MTIP) established by the Research and Development Center for Teacher Education at the University of Texas at Austin, the Induction Directory contains brief descriptions of over one hundred teacher induction programs on-going in schools systems and higher education institutions across the United States. The Association of Teacher Educators National Commission on the Induction

Process has updated the Induction Directory based on information obtained from school systems, professional organizations, and institutions of higher education. Each directory entry contains a contact name, address and a brief description of the program.

Ishler, Peggy and Ralph Kester. 1987. Professional organizations and teacher induction: Initiatives and positions. In Teacher induction: A new beginning, ed. Douglas M. Brooks, 61-68. Reston, VA: Association of Teacher Educators.

Ishler and Kester discuss teacher induction initiatives and positions of professional organizations. Within a meaningful historical context they summarize professional organizations recommendations on nine critical issues in teacher induction. A useful overview of the professional perspective on beginning teacher induction.

Johnston, John M. 1985. Teacher induction: Problems, roles and guidelines. In Career-long teacher education, ed. Peter J. Burke and Robert G. Heideman, 194-222. Springfield, IL: Charles Thomas.

Johnston proposes goals to be accomplished by a comprehensive induction program and then reviews problems of beginning teachers as a context for planning induction programs. His review of the professional needs and problems of beginning teachers includes topics of: (a) pupil instruction and classroom management; (b) relations with other teachers, administrators, parents and community; (c) reality/culture shock; and, (d) isolation, anxiety and self-doubt. He also considers the personal needs and problems of beginning teachers. He discusses problems related to clarity of purpose for induction programs, problems of tradition, and problems of financing. Johnston presents guidelines for designing teacher induction programs, and discusses the need for cooperation among the three groups sharing major responsibility for teacher induction. Roles and contributions from the

local school level, university and teacher education programs, and state or intermediate state agencies are presented and discussed. This essay concludes with a call for individualized and personalized teacher induction programs.

Johnston, John M. and Richard Kay. The role of institutions of higher education in professional teacher induction. In Teacher Induction: A new beginning, ed. Douglas M. Brooks, 45-60. Reston, VA: Association of Teacher Educators.

Johnston and Kay report survey results from 300 responding teacher education institutions who were members of the American Association of Colleges of Teacher Education. This chapter considers roles to be played by institutions of higher education (IHE) in the professional induction of beginning teachers. Five goals of teacher induction programs are presented as a context for IHE participation in teacher induction. Selected factors affecting optimal IHE involvement are discussed. The survey results are reported and discussed and suggestions for IHE involvement in beginning teacher induction are presented.

Jordell, Karl. 1987. Structural and personal influences in the socialization of beginning teachers. Teaching and Teacher Education 3 (3): 165-177.

In this useful conceptual analysis Jordell discusses the relative importance of different forms of influence on the beginning teacher and teachers at large. The personal and structural influences of the classroom, the institution, the society and the teacher's own recollections of experiences as pupils in schools and students in teacher education are explored. His analysis suggests that the structural influences at the classroom level are of primary importance, while experiences as a pupil and as a teacher education student probably have more limited impact.

Kester, Ralph and Mary Marockie. 1987. Local induction programs. In Teacher induction: A new beginning, ed. Douglas M. Brooks, 25-32. Reston, VA: Association of Teacher Educators.
Kester and Marockie report the results of the Association of Teahcher Educators National Commission on the Induction Process survey of beginning teacher programs in 1,100 local school systems in seventeen states. Information is provided regarding teacher induction strategies employed, amount of time spent for induction, the intent or purpose of induction programs, evaluation of induction programs, issues of compensation for time spent in induction, voluntary or mandatory participation in induction activities, and concludes with a report of what factors facilitate successful induction programs.

Lasley, Thomas. ed. 1986. Teacher induction: Programs and research. Journal of Teacher Education, 37(1).
This thematic issue of JTE contains a powerful and useful collection of articles on programs and research in teacher induction. Leslie Huling-Autsin presents four goals for teacher induction programs, as well as reasonable and unreasonable expectations for such programs. This article represents an excellent starting point for those who are designing induction programs for beginning teachers. Cleta Galvez-Hjornevik presents a review of some of the most important, recent research on mentoring among teachers. She identifies the salient characteristics of successful mentor-protege relationships. She also argues that knowledge of induction from other disciplines and fields be incorporated into planning teacher induction programs. Sandra Fox and Ted Singletary propose a set of goals for teacher induction programs and discuss components for induction programs. James Hoffman and his colleagues from the University of Texas Research and Development Center for Teacher Education report findings from a large scale

investigation of two state mandated beginning teacher programs. The research was designed to document how beginning teacher programs affect the transition from student of teaching to regular classroom teacher. Gail Huffman and Sarah Leak report their study of 108 new teachers' reactions to a mentoring support program. Of particular value are their research-based recommendations for design and conduct of beginning teacher mentor programs. Sandra Odell reports a study of the needs of both first year teachers and "new to the system" teachers participating in a teacher induction program. Of particular interest is her finding that experienced teachers who are new to a school system do not have remarkably different needs from those of first year teachers. Leonard Varah and his colleagues describe the University of Wisconsin-Whitewater Teacher Induction Program, and present results of a program evaluation study. Dorothy Stewart presents a useful annotation of selected articles and documents indexed in the ERIC system. Of particular interest, Stewart notes that "teacher orientation" is the ERIC descriptor used for the concept of teacher induction, a term so new that it is not yet included in the current ERIC Thesaurus. She further notes that "beginning teacher induction" is being developed as a descriptor, and is currently in use as an identifier. The collection of teacher induction articles in this issue of JTE concludes with reaction to the articles from Marilyn Rauth, Executive Director of the Educational Issues Department, American Federation of Teachers; and G. Robert Bowers, Assistant Superintendent of Public Instruction, State of Ohio.

McDonald, Frederick J. and Pat Elias. 1982. The transition into teaching: The problems of beginning teachers and programs to solve them. Summary Report. Berkeley, CA: Educational Testing Service.

The authors report a study "undertaken to determine with greater precision what is known about the problems of beginning teachers, and to describe as accurately and completely as possible the means which have been used to anticipate, prevent, resolve or ameliorate these problems" (p. 3). They go on to present a diversified survey of two kinds of programs: (1) internship programs, and (2) induction programs (". . .programs in which the beginning teacher participates when they are first employed full time with full teaching responsibility assigned to them" [p. 3]). As McDonald and Elias offer an analysis of characteristics of existing programs, they chronicle the problems of beginning teachers, discuss existing internship and induction programs, and conclude with recommended studies of the beginning teacher. In the introduction, however, they point out that after completing the study "We are left with a conundrum. We do not know whether to improve the quality of teacher preparation or whether some special form of assistance is required during the transition into teaching, or whether radically new forms of teacher preparation should be tried" (p. 2).

Odell, Sandra. 1987. Teacher induction: Rationale and issues. In Teacher induction: A new beginning, ed. Douglas M. Brooks, 69-80. Reston, VA: Association of Teacher Educators.

Odell considers rationale and issues for teacher induction. She explores beginning teacher concerns, stages of teacher development, administrative structural consideration, personnel considerations, and concludes with an excellent discussion of pedagogical considerations and issues.

Peterson, Ken. (In Press). Assistance and assessment of beginning teachers. In Handbook for the Evaluation of Elementary and Secondary School Teachers, ed. Jason Millman and Linda Darling-Hammond. Beverly Hills, CA: Sage Publishing.

Peterson first considers the characteristics and the needs of beginning teachers. He discusses teacher induction assistance systems and presents components of comprehensive induction programs. He includes consideration of evaluation for tenure and beyond. Throughout this chapter Peterson is careful to consider issues related to formative and summative evaluation of beginning teachers, as well as the relationship between beginning teaching and career-long development. He argues that beginning teachers are in an unusual position with respect to evaluation: they expect it; the have not been socialized against it, or had bad experiences with it; and they need the feedback it provides. Peterson believes that educational systems should provide enhanced evaluation opportunities and procedures for beginning teachers.

Rosenholtz, Susan J. 1987. Workplace conditions of teacher quality and commitment: Implications for the design of teacher induction programs. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzanne Millies, 15-34. Chicago: University of Illinois-Chicago.

Rosenholtz explores the alarming trend for teachers with the potential for making the greatest academic contributions to schools to be the most likely to leave teaching early in their careers. In this important paper Rosenholtz considers several school conditions required for teachers' productive commitment to schools. She also explores the discouraging picture of the consequences where these workplace conditions fail to be met. In considerable detail she outlines how schools can be structured to enhance teachers' learning opportunities and their sense of teaching efficacy, with

particular emphasis on beginning teachers. Finally, she details ten specific policy implications for the design of teacher induction programs.

Rossetto, Celeste R. and Judith K. Grosenick. 1987. Effects of collaborative teacher education: Follow-up of graduates of a teacher induction program. Journal of Teacher Education, 38 (March-April): 50-52.
Extended teacher preparation programs, teacher induction programs, and increased collaborative partnerships between universities and public school programs are frequently considered solutions to problems facing education today. The authors investigated perceptions of graduates in a program which combines on-the-job training with induction activities. Program graduates from the past 13 years were surveyed regarding the training they received. Results indicate that most graduates remained in teaching, and rated program objectives as having been attained.

Ryan, Kevin. 1986. The induction of new teachers. Fastback #237. Bloomington, IN: Phi Delta Kappa Educational Foundation.
In this well-written booklet Ryan eloquently details what he considers to be six of the most common problems that face first year teachers: the shock of the familiar, students, parents, administrators, fellow teachers, and instruction itself. He describes how assistance with these problems can come from beginning teachers themselves, school districts, and teacher training institutions.

Ryan, Kevin, Katherine K. Newman, Gerald Mager, Jane Applegate, Thomas Lasley, V. Randall Flora, and John M. Johnston. 1980. Biting the apple: Accounts of first year teachers. New York: Longman.
This book is based on an intensive ethnographic study of eighteen first year teachers. A detailed exploration of the mismatch between beginning teacher expectations and on-the-job realities, most of the book consists of accounts of the first year teaching experiences of twelve of the studies

eighteen participants. Using an inside voices--outside eyes perspective, these accounts combine the experiences of the first year teachers with the perspective of the researchers who intensively studied them during their first year. Based on hundreds of hours of interviews, observations, informal conversation, questionnaires, and contacts with other inhabitants of the first year teachers' world, the researchers' field notes have been woven into accounts which document the successes and failures of first year teachers in a variety of settings. The twelve accounts in Biting the Apple are fertile sources of information about beginning teachers' lives both inside and outside the classroom, and as such provide a valuable perspective for those seeking to understand the needs of new teachers in the induction phase of teacher career development.

Schlecty, Phillip. 1985. A framework for evaluating induction into teaching. Journal of Teacher Education, 36(1): 37-41.

This very useful article identifies the indicators and characteristics of effective induction systems. Schlecty writes "an effective induction system is a system that creates conditions in which new members to the. . .occupation so internalize the norms peculiar to the group that they conform to these norms even when informal authority is not overtly present to uphold the norms" (p. 37). Schlecty discusses norms in relation to the induction of professionals, and then identifies three indicators of effective induction systems: (a) the way in which the norms are distributed throughout the group; (b) the patterns of conformity that develop around the norms; and (c) the patterns of deviation from the norms. The bulk of the article is devoted to discussion of eight characteristics of effective induction systems. He then describes efforts within the Charlotte-Mecklenberg Schools'

Career Development Program to incorporate these characteristics. Schlechty concludes with an analysis of the fundamental changes needed in the way teacher education is conceptualized by school personnel.

Smith, David C. and Garfield W. Wilson. 1986. The Florida Beginning Teacher Program. In The dynamics of change in teacher education, Volume I: Background papers for the National Commission for Excellence in Teacher Education, ed. Thomas J. Lasley, 127-141. Washington, DC: American Association of Colleges for Teacher Education.

The Florida Beginning Teacher Program has two central purposes, the improvement of beginning teachers and the documentation of their successful performance. Smith and Wilson describe how this comprehensive and integrated system of support, training, and evaluation is designed to accomplish these purposes. The legislative background, development of the model, and implementation of the program is described. The outcomes yielded by the Florida Beginning Teacher Program are described.

Veenman, S. 1984. Perceived problems of beginning teachers. Review of Educational Research, 54(2): 143-178.

Veenman's analytical review and analysis of research on the perceived problems of beginning teachers represents the most recent and most comprehensive treatment of this much publicized topic. Veenman's abstract of this paper is presented below.

> Perceived problems of beginning teacher in their first year of teaching are reviewed. Studies from different countries are included. Issues such as the reality shock and changes in behaviors and attitudes are considered also. The eight problems perceived most often are classroom discipline, motivating students, dealing with individual differences, assessing

students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students. There is a great correspondence between the problems of elementary and secondary beginning teachers. Issues such a person-specific and situation-specific differences, views of the principals, problems of experienced teachers, and job satisfactions of beginning teachers are discussed also. Three frameworks of teacher development are presented which provide conceptualizations of individual differences among beginning teachers. Finally, forms of planned support for beginning teachers are noted. Research using an interactionist model for the explanation of behavior is needed. (p. 143)

Ward, Beatrice. 1987. State and district structures to support initial year of teaching programs. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzanne Millies, 1-14. Chicago: University of Illinois-Chicago.

Ward explores state and district structures to support initial year of teacher programs. She considers several structures which have promise for supporting development and installation of initial year of teaching programs. Ward's perspective is shaped by research on effective teaching, effective teacher training, school-based staff development, and knowledge production and utilization in education. She recommends specific action in three areas (a) provision of training and services for novice teachers, (b) inter~-institutional arrangements which foster collaborative design and implementation of training and support services, and (c) standards to guide

design and implementation of initial year of teaching programs. Six structures are proposed and discussed that support action in these three areas: (a) mentor teachers, (b) teacher development schools, (c) school district-university collaboratives, (d) a center for quality teaching, (e) initial years of teaching program standards, and (f) teacher advancement standards.

Yinger, Robert, J. 1987. Learning the language of practice: Implications for beginning year of teaching programs. In The first year of teaching: Background papers and a proposal, ed. Gary A. Griffin and Suzanne Millies, 65-89. Chicago: University of Illinois-Chicago.

Yinger argues persuasively that a major task confronting the beginning teacher is a learning to think and behave in ways appropriate to the demands of teaching, or what he refers to as "learning the language of practice" (pg. 65). He further argues that beginning teachers cannot learn this language of practice until they actually engage in teaching. Yinger presents a comprehensive argument by examining two sets of questions: (a) How might the knowledge and skill of the experienced practitioner best be described? and (b) How do teachers learn to teach? Using a study of beginning teachers learning to teach in order to illustrate some of the issues involved in acquiring a language of practice, he proposes ideas for describing the language of practice of teachers.

Zaharias, Jane Ann and Thomas W. Frew. 1987. Teacher induction: An analysis of one successful program. Action in Teacher Education, 9 (Spring): 49-55.

This report describes an induction program designed by one university to provide a non-threatening forum wherein beginning teachers could discuss common concerns and seek the advice and assistance of master teachers. Program goals are stated, program implementation details related to

staffing, recruitment, and location and scheduling are described. Program structure and content, and program outcomes are reported.

Zeichner, Kenneth. 1983. Individual and institutional factors related to the socialization of teachers. In First years of teaching: What are the pertinent issues?, ed. Gary Griffin and H. Hukill. Austin, TX: Research and Development Center for Teacher Education. (ERIC Document Reproduction Service No. 240 109).

One of four papers published in the proceedings from a national working conference on teacher induction, Zeichner argues that the induction process is more complex, contradictory and context specific than has been commonly thought. In this comprehensive essay, he first considers who and what appear to influence the socialization of beginning teachers. Next he examines how beginning teachers impact the system. Third, he addresses the thorny issue of generalization in relation to studies of beginning teacher socialization. Finally, discusses the need for an administrative response to the presence of beginning teachers. Ken Zeichner is a teacher educator who has studied and published widely about the socialization of beginning teachers. This thoughtful essay is an excellent introduction to his scholarship, and includes a rich reference list on teacher socialization and induction.